

*Preparing tomorrow's*  
**LEADERS**



*Department of Educational Administration*

*MEd and Certification Program Handbook*

**For more information**

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**EDUCATIONAL  
ADMINISTRATION**



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## WELCOME

Welcome to the Educational Administration Department at the University of Nebraska-Lincoln. We are a department committed to access, equity, and success for our own students and for those they serve in their capacities as educators, school leaders, and district leaders. Our faculty include skilled practitioners and researchers committed to scholarly-practice of educational leadership. Students will learn from faculty who conduct and share leading research on authentic school leadership challenges. These scholars have devoted their careers to teaching, researching, discovering, and sharing what works in school leadership. You will be joining a department that brings together educational leaders across the P-20 span from all over the world. Our alumni serve in a plethora of administrative roles across the state of Nebraska. These leaders have walked the walk of school leadership as principals, superintendents, and more.



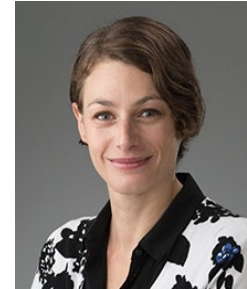
***Faculty and Staff***



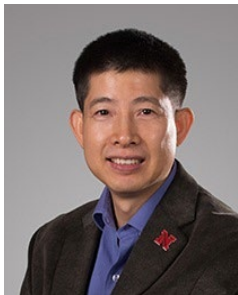
Nicholas J. Pace  
*Professor/Department Chair*  
402-472-3910  
[nick.pace@unl.edu](mailto:nick.pace@unl.edu)  
@NJPeace40



Shavonna Holman  
*Asst. Professor/MEd Coordinator*  
402-881-0762  
[sholman2@unl.edu](mailto:sholman2@unl.edu)  
@DrShavonna



Sarah Zuckerman  
*Asst. Professor/EdD Coordinator*  
402-472-4312  
[szuckerman2@unl.edu](mailto:szuckerman2@unl.edu)  
@DrSZuckerman



Jiangang Xia  
*Associate Professor*  
402-472-3744  
[jxia@unl.edu](mailto:jxia@unl.edu)  
@JiangangXia



Renee Hyde  
*Associate Professor*  
402-472-3726  
[renee.hyde@unl.edu](mailto:renee.hyde@unl.edu)  
@ReneeHyde58



Scott Sturgeon  
*Assistant Professor*  
[sturgeon2@unl.edu](mailto:sturgeon2@unl.edu)  
@SturgeonDr



Teayeon Kim  
*Assistant Professor*



Cindy DeRyke  
*Graduate Secretary*  
402-472-3729  
[cderyke1@unl.edu](mailto:cderyke1@unl.edu)



Diane Pope  
*Dept. Secretary*  
402-472-3727  
[dpope1@unl.edu](mailto:dpope1@unl.edu)

### ***Advisement***

Students will be assigned an adviser upon admission to the program. Advisers will be one of the faculty members from the P-12 team. Advisers will assist students with overall academic advice as well as the planning of course sequence. Students are encouraged to reach out to their advisers once they are admitted to the program.

## **FRAMEWORK**

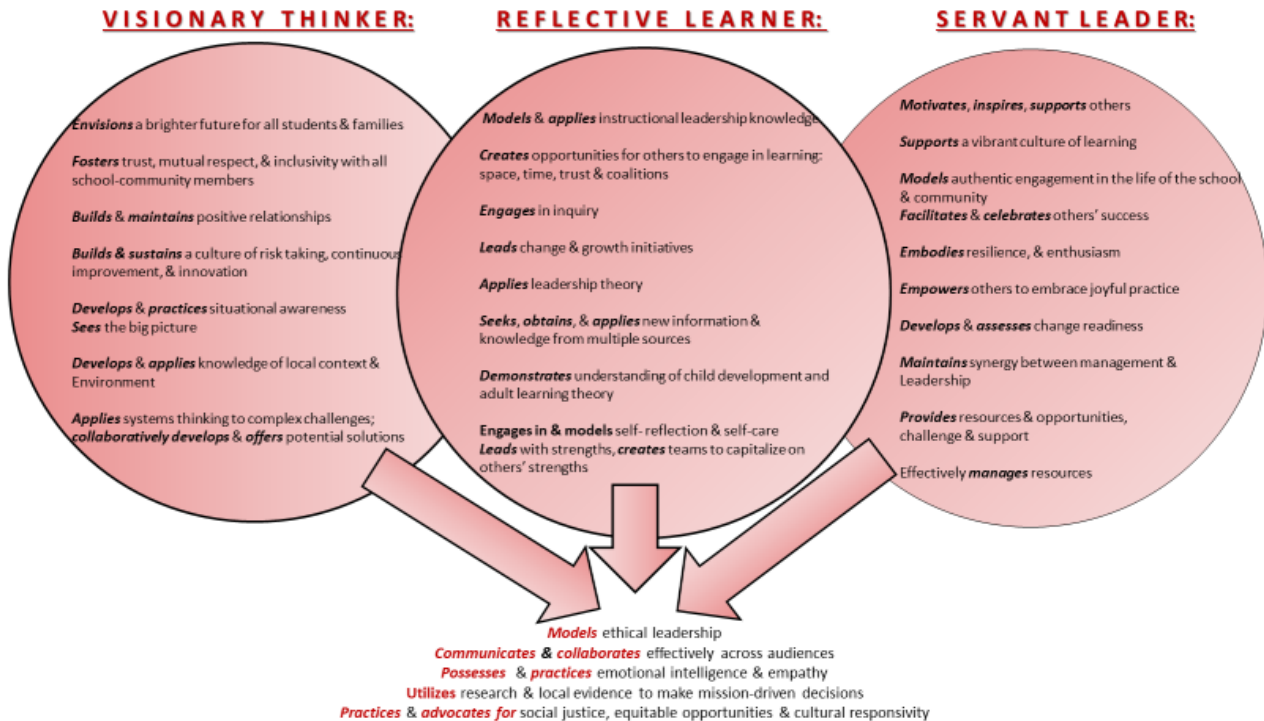
### ***Nebraska Difference***

Today's building-level leaders are at the forefront of school leadership and everything that comes with it, from improving instruction and student learning, to providing optimal learning environments for teachers, students, and staff, and ensuring a safe, welcoming culture and climate for all. For us, the principal is the decisive element in the building. That is why we have built a program focused on standards, supported by research, and founded on relationships. We are building Visionary Thinkers, Reflective Learners, and Servant Leaders.

### ***Competencies***

Our program is built around three core competencies:

- ***Visionary Thinkers*** understand there is more to school leadership than crossing off tasks on a checklist. ***Visionary Thinkers*** understand theory and research in education and articulate the reasons behind the actions they take and decisions they make.
- ***Reflective Learners*** know that if schools are to be focused on learning, it starts with leadership. ***Reflective Learners*** apply research and theory and model continuous growth, learning, and improvement in themselves and others.
- ***Servant Leaders*** know that, above all else, leadership is empowering and supporting others for success. ***Servant Leaders*** empower, support, and help sustain the success of others with an eye toward the future.



## ORIENTATION

All students admitted to the MEd or the Certification program are required to attend an initial orientation session. This session will be scheduled the week preceding the beginning of classes each fall, spring, and summer sessions. Students are required to attend the orientation session for the semester in which they are admitted. As part of the orientation process, you will meet others like you, who are seeking leadership roles. This is an important part of the program, not only because you are learning about the ins and outs of the program, but also because this is where you will begin to develop and form those crucial, lifelong relationships across the cohort.

## PROGRAM DESCRIPTION

### ***Hybrid Approach***

Our programs utilizes a hybrid approach where students are engaged both face-to-face and online at the beginning of their program and again during the end of the program. Throughout the duration of the two years, some instructors might include both asynchronous and synchronous learning opportunities for students. Our programs feature:

- A cohort model, built on a combination of face-to-face relationships, online accessibility, and completion in two years;
- An authentic, individualized field based practicum experience with support from a faculty adviser and site-based mentor;
- Attention to students' unique talents through Gallup Strengths
- Instruction by award-winning faculty and practitioners.

### ***MEd Coursework***

All students will complete a 36 credit hour program that includes the practicum experience. Students seeking a master's degree will not be able to transfer in credits from a previously earned master's. An example of the course sequence can be found [here](#). If for some reason, a student is not able to complete courses as outlined, the student will have to wait until the following year when the course is offered again.

### ***Certification Coursework***

The Principal certification coursework is identical to the MEd coursework. The only difference is that if a student has already earned a master's degree and is only seeking principal or special education certification, there could be a possibility to transfer in up to 9 credit hours towards their program. The assigned adviser will work with the program coordinator to make this determination.

### ***General Principal Degree/Certification***

Students will either select an elementary or secondary level upon acceptance into the program. Elementary teachers will get an elementary certification and secondary teachers will get a secondary certification. At this time, only one option can be selected. However, one may add the additional level after completing the initial degree/certification. All students in these programs must complete 135 practicum hours set by the Nebraska Department of Education. This degree or certification will allow for individuals conduct all staff evaluations.

### ***Special Education Supervisor Certification***

The special education supervisor certification is P-12 and is a 36 credit hour program. This certification will allow for individuals to evaluate only special education teachers as opposed to all staff. An example of the course sequence can be found [here](#).

### ***Additional Certification***

Students can obtain an additional principal certification for the level in which they are not yet certified. This would be an additional 9 credit hours, which includes the additional practicum for that specific level.

## **PRACTICUM**

Students will complete an authentic administrative internship experience in their district with support from a field-based mentor of their choosing. This experience is designed to provide students opportunities to work with and learn from administrators in public and private educational organizations. Through these experiences, students will use previously acquired academic and professional knowledge to establish a connection between theory and practice and educational administration to complete a total of 135 hours, required by NDE. In collaboration with the mentor and the practicum instructor, students will develop a personalized internship plan. Experiences are aligned with the National Educational Leadership Preparation Program Standards (NELP) and The Nebraska Principal Effective Practices Framework. The practicum experience will be one of the final courses in the program and is a requirement for both the MEd and the certification programs.

### **Capstone**

Students will write a Capstone Paper that is a reflection of their learning experiences as they relate to both the National Educational Leadership Preparation Standards (NELP) and the Nebraska Effective Practices Framework across your entire program. This paper will describe essential learnings from course work, how your learning applies to the standards, and how these learnings and takeaways will guide your future work as a school leader or building principal. You should make sure to keep digital copies of all assignments/handouts for your coursework so you can use them when developing and writing your Capstone.

All Capstones will be read and assessed by two P-12 faculty members. One of the assessors will be your adviser. Each faculty member will use the Capstone Rubric to assess the document. If a student requires a rewrite, the faculty member will provide feedback as to why the rewrite is necessary and will provide a due date for the rewrite. More information regarding the Capstone and the process will be discussed during the Practicum.

### **Praxis**

All students seeking administrator certification in the state of Nebraska must take and successfully pass the Praxis Test. To be certified for both principal and special education supervision, students will take the [Educational Leadership: Administration and Supervision](#) assessment. The test code is 5412 and the passing score for both is 146. You can access preparation materials [here](#).

## **PROGRAM COMPLETION**

### **MEd Students**

Students must file an Application for Graduation early in the semester in which they intend to graduate. For May graduates, the application deadline is the fourth Friday in January; for August graduates, the application deadline is the second Friday in June; and for December graduates, the application deadline is the second Friday in September each year. Applications for Graduation may be submitted electronically via MyRed. Failure to meet the published deadline will delay a graduation one full term. Please check the Registrar's office website, [here](#), as you get closer to graduation for date confirmations.

### **Certification Students**

At the end of the program, there is no commencement for students. Students must apply for certification with Nebraska Department of Education. In order to do so, students will need to:

1. Go to <https://www.education.ne.gov/tcert/>
2. Register for an account.
3. Sign in with your account information.
4. Apply to add the endorsement by following the instructions.
5. Contact the Certification Officer [Sara Skretta](#) and inform her that you have applied to NDE. You will need to provide her with your certification level.
6. Request your official transcript through MyRed and can request for it be sent after you are official (select Hold for Degree).
7. The Certification Officer will send all verifications to NDE.

### **Program Exit Survey**

In an effort to seek to improve and enhance the quality of our program, students will complete an exit survey. The survey will be provided to students during EDAD 811: Practicum and will be completed through Canvas.



### ***Alumni Contact Information***

As a part of this amazing network, we would like to keep touch on your continued successes as an educational leader. At the end of the program, we will ask for updated contact information so that we can continue to share the incredible work and impacts you have made as well as keep you up to date on what is happening in the Educational Administration Department.

## **STANDARDS**

### ***Nebraska Principal Effective Practices Framework***

**Effective Practice (1) Vision for Learning:** The principal uses multiple sources of information and engages key school community members to establish and communicate a shared vision and set of core values for teaching and learning that results in improved student achievement, reduction of achievement gaps, and enhanced student well-being.

**Effective Practice (2) Developing Relationships:** The principal develops and supports productive relationships with students, staff, families, and the community in an effort to support and enhance each student's academic success and well-being.

**Effective Practice (3) Continuous School Improvement:** The principal leads a continuous school improvement process that results in improved student achievement, enhanced student well-being, and greater school effectiveness.

**Effective Practice (4) Instructional Leadership:** The principal provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for each student's academic success and well-being.

**Effective Practice (5) Staff Leadership:** The principal builds a professional community within the school and develops the professional capacity and practice of personnel by recruiting, selecting, developing, retaining, supporting, and leading teachers and staff in accord with the school's vision and core values.

**Effective Practice (6) Systems Management:** The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.

**Effective Practice (7) Culture for Learning:** The principal creates a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.

**Effective Practice (8) Professional Ethics and Advocacy:** The principal acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision and core values of the school.

### ***National Educational Leadership Preparation Standards***

These preparation standards, which are aligned to the Professional Standards for Educational Leadership (PSEL) serve a distinct purpose in that they provide specificity around performance expectations for beginning level building and district leaders. Whereas the PSEL standards define educational leadership broadly, the NELP standards specify what novice leaders and program graduates should know and be able to do as a result of completing a high quality educational leadership preparation program.

### **Standard 1: Mission, Vision, and Improvement**

- **Component 1.1** Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.
- **Component 1.2** Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

### **Standard 2: Ethics and Professional Norms**

- **Component 2.1** Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.
- **Component 2.2** Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.
- **Component 2.3** Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

### **Standard 3: Equity, Inclusiveness, and Cultural Responsiveness**

- **Component 3.1** Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.
- **Component 3.2** Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.
- **Component 3.3** Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.

### **Standard 4: Learning and Instruction**

- **Component 4.1** Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.
- **Component 4.2** Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.
- **Component 4.3** Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.
- **Component 4.4** Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

### **Standard 5: Community and External Leadership**

- **Component 5.1** Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.
- **Component 5.2** Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.
- **Component 5.3** Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.

#### **Standard 6: Operations and Management**

- **Component 6.1** Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student’s learning needs and promote the mission and vision of the school.
- **Component 6.2** Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.
- **Component 6.3** Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

#### **Standard 7: Building Professional Capacity**

- **Component 7.1** Program completers understand and have the capacity to collaboratively develop the school’s professional capacity through engagement in recruiting, selecting, and hiring staff.
- **Component 7.2** Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.
- **Component 7.3** Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.
- **Component 7.4** Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

#### **Standard 8: Internship**

- **Component 8.1** Candidates are provided a variety of coherent, authentic field and/or clinical internship experiences within multiple school environments that afford opportunities to interact with stakeholders, synthesize and apply the content knowledge, and develop and refine the professional skills articulated in each of the components included in NELP building-level program standards 1–7.
- **Component 8.2** Candidates are provided a minimum of six months of concentrated (10–15 hours per week) internship or clinical experiences that include authentic leadership activities within a school setting.
- **Component 8.3** Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a building setting; is present for a significant portion of the internship;

is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and has received training from the supervising institution.

## EXPECTATIONS

### ***Husker Email***

All students have been provided a free husker email through Microsoft Outlook 365. It is **expected** that students check their husker emails daily as **all communications** from faculty and the university will be sent to this email address. It is **also expected** that all email communications be sent from your husker email when contacting faculty or other university personnel. Through your account, you will have free access to Outlook Apps. You can access for information regarding student email and Outlook services [here](#). It is your responsibility to check your husker email accounts daily for any official communications.

### ***Registration***

Students register each term through MyRed. An academic course sequencing form will be provided to students detailing course selections for the semester to assist with registration. This procedure helps to keep students on track for program completion. It is the responsibility of each student to register for specified courses. Failure to follow registration procedures may result in delays and/or missed opportunities to complete courses in a timely manner.

Students will need to obtain a permission code for all EDAD courses. Permission codes can be obtained from Cindy DeRyke at [cderyke1@unl.edu](mailto:cderyke1@unl.edu). Please do not contact your adviser for permission codes, as they will not have them.

### ***Scholastic Grade Requirements***

All programs in the Department of Educational Administration require that a student receive B- or higher for all graduate courses.

A student failing to receive a B- or higher in all graduate-level courses may not continue his/her program of studies without permission of the adviser and graduate chair, which may require a plan to address academic weaknesses or a special examination to determine the student's qualifications for further work. Any course not receiving a B- or higher, would have to be retaken.

### ***Satisfactory Academic Progress***

The faculty and staff in the Department of Educational Administration are committed to supporting you through your graduate studies within our department. It is with this support in mind that we have implemented policies and procedures to facilitate success academic progress and the successful completion of your educational program. For your benefit, we have outlined below, the Department of Educational Administration's policies for satisfactory academic progress, and probation and dismissal procedures of students. Always remember that if you fall behind in your program we would like to help you overcome your obstacles and continue satisfactory progress.

The Department of EDAD defines satisfactory academic progress for all students through the following criteria:

- Satisfactory completion of all conditions of provisional admission as identified in the letter of acceptance within 12 months of admission.

- Continuous enrollment in at least one course each term, including summer. If there are circumstances that prevent you from enrolling, you should discuss an academic leave with your adviser. If you fail to enroll or receive an academic leave for 2 consecutive semesters, you will be placed on probation.
- A grade of “B-” or higher in all courses.
- No more than 2 “incompletes” at any given time. If you receive 3 incompletes at any point in your program you will be placed on probation.

### ***Academic Integrity***

The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found guilty of academic dishonesty shall be subject to both academic and disciplinary sanctions. Academic dishonesty includes, but is not limited to, the following:

1. Cheating: Copying or attempting to copy from an academic test or examination of another student; using or attempting to use unauthorized materials, information, notes, study aids or other devices for an academic test, examination or exercise; engaging or attempting to engage the assistance of another individual in misrepresenting the academic performance of a student; or communicating information in an unauthorized manner to another person for an academic test, examination or exercise.
2. Fabrication or Falsification: Falsifying or fabricating any information or citation in any academic exercise, work, speech, test or examination. Falsification is the alteration of information, while fabrication is the invention or counterfeiting of information.
3. Plagiarism: Presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting examinations, theses, reports, speeches, drawings, laboratory notes or other academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person. If you have any doubt as to whether you should cite a source, then cite the source. Simply changing of one or more words so that you do not have exact quote of the other person's work is still plagiarism.

A faculty member that suspects that a student has committed plagiarism will provide the student with an opportunity to present and explain the origin of the work. If the faculty member determines that a minor offense has occurred, the faculty member may impose an academic sanction of a lowered grade. The faculty member will provide a written report of the facts and the academic sanction imposed to the student, the student's major adviser, and the department chairperson. If a faculty member determines that a major offense has occurred, or if the student has committed a second minor offense, disciplinary proceedings against the student for violation of the Student Code will be initiated.

If the student believes the academic sanction to be too severe, they have the right to appeal the sanction following the grade appeals process described in the Graduate Bulletin. In cases where the student disputes the faculty members finding of academic dishonesty the University Disciplinary Procedures outlined in the Graduate Bulletin will be followed.

4. Abuse of Academic Materials: Destroying, defacing, stealing, or making inaccessible library or other academic resource material.

5. Complicity in Academic Dishonesty: Helping or attempting to help another student to commit an act of academic dishonesty.
6. Falsifying Grade Reports: Changing or destroying grades, scores or markings on an examination or in an instructor's records.
7. Misrepresentation to Avoid Academic Work: Misrepresentation by fabricating an otherwise justifiable excuse such as illness, injury, accident, etc., in order to avoid or delay timely submission of academic work or to avoid or delay the taking of a test or examination.
8. Other: Academic units and members of the faculty may prescribe and give students prior notice of additional standards of conduct for academic honesty in a particular course, and violation of any such standard of conduct shall constitute misconduct under this Code of Conduct and the University Disciplinary Procedures.

## **POLICIES AND PROCEDURES**

Below you will find active links to University and Departmental policies and procedures. Make sure to review.

**EDAD Handbook:** <https://cehs.unl.edu/edad/educational-administration-graduate-student-handbook-2017-2020/>

**Time to Degree:** <https://cehs.unl.edu/edad/academic-procedures-0/>

**Incompletes:** <https://cehs.unl.edu/edad/academic-procedures-0/>

**Leave of absence:** <https://catalog.unl.edu/graduate-professional/graduate/registration/leave/>

**Withdrawal:** <https://registrar.unl.edu/student/registration/add-drop-withdraw/>

**Grievance Procedures:** <https://cehs.unl.edu/edad/grievance-procedures-0/>

**Probation/Dismissal:** <https://cehs.unl.edu/edad/academic-procedures-0/>

## **STUDENT SUPPORT SERVICES**

There are a plethora of resources and opportunities available to students to help build a solid foundation for a successful academic career. You can find more information regarding UNL Campus resources and opportunities [here](#).